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ABSTRACT

Activities concerned with children and television described in two Children's Broadcast Institute newsletters published during the International Year of the Child are summarized and discussed. Conferences, events, and symposia described include L'Enfant et Les Mass-Medias, Euro/Pan-American Convention on Television for the Young in the 80's, Working Together for Children, Emotion as a Means of Dramaturgy, ENFILM 79, Banff Film Festival, Today's Child--Tomorrow's World, Power of Television, and Parents' Viewing Month. Brief reports on broadcasting, programming, and research in special children's programming summarize projects undertaken by Radio-Canada, the Canadian Broadcasting Corporation, CTV Television Network, Global Television Network, Tele-Metropole Inc., Radio-Quebec, TV Ontario, Canadian Cable Television Association, The Canadian Children's Channel, and CFAC-TV and the University of Calgary. Summary reports from academia include Children and Television--Media and Values; The Child in Canadian Society: Celebration! Children and Media: Television Research in Quebec: Children and Television--Implications for Education; Come Share with Me; and The Child of Film. Abstracts of 14 articles, publications, and reports are also presented, as well as a 31-item bibliography on media and children. (CHC)

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CHILDREN AND TELEVISION

A digest of events saluting
International Year of the Child.

This booklet was prepared for The
Children's Broadcast Institute
by André H. Caron of the
Communications Department,
University of Montreal.

1980

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
CONFERENCES, EVENTS & SYMPOSIA	3
L'Enfant & les mass-médias	3
Euro/Pan-American Convention on Television for the Young in the 80's ...	6
Working Together for Children	10
Emotion as a Means of Dramaturgy	12
ENFILM 79	14
Banff Film Festival	17
Today's Child - Tomorrow's World	19
Power of Television	20
Parents' Viewing Month	21
BROADCASTING, PROGRAMMING AND RESEARCH	23
Special Children's Programming	
Radio-Canada: Programming	23
Radio-Canada: Research	26
Canadian Broadcasting Corporation	39
CTV Television Network	40
Global Television Network	41
Télé-Métropole Inc.	41
Radio-Québec	42
TV Ontario: Programming	42
TV Ontario: Research	43

Page

Canadian Cable Television Association ... 46

The Canadian Children's Channel 49

CFAC-TV & University of Calgary 50

ACADEMIA 52

Children and Television: Media & Values ... 52

The Child in Canadian Society 53

Celebration! Children and Media 54

Television Research in Quebec 56

Children and Television: Implications for Education 58

Come Share With Me 62

The Child of Film 63

ARTICLES, PUBLICATIONS AND REPORTS 64

Questioning Young Viewers on the Problems engendered by visual and narrative complexities 64

TV and Children 65

La programmation télévisées pour enfants au Québec 66

TV Viewing, Educational Attainment and some Personality Functions 67

Kids Food and TV Ads 68

A longitudinal assessment of the Effects of T.V. food messages on children 70

Children's Responses to Repetitive TV Commercials 71

But I Read the Book 71

Television's Place in an Early Childhood Curriculum 72

	Page
Innovative Trends in Early Childhood Education Research - Media and the Child ...	72
Anti-social and Pro-social uses and effects of Television Watching ...	72
Motivations for TV-watching in Children and Adolescents ...	72
Watching TV Wisely: Suggestions for Parents ...	73
Bibliography on Media and Children	77

INTRODUCTION

The Children's Broadcast Institute whose primary objective is to work towards more and better television programming for Canadian children is a national organization, incorporated in 1974.

During the course of International Year of the Child, the Board of Directors of the Institute decided to draw attention to this very special event by publishing newsletters which would report on activities concerned with children and television.

Two newsletters were published within the framework of this project which was made possible by a grant from the C.R.T.C. The interest generated by these newsletters and the quality of the material received has encouraged us to compile a final report. The purpose of this report is to summarize and describe in somewhat greater detail the events mentioned in the newsletters and also to publicize some of the research findings on children and television. Beyond the national events which took place on these topics during I.Y.C., the report also touches on local and more limited activities. In our view, these do as much to highlight the interest and desire of people to do something for children and to sensitize them to the role of the mass media which play such an integral part in their lives.

We hope that this report will be helpful to all those who have supported and participated in this project. I am pleased to announce that the newsletter on events dealing with children and television which was initially published on the occasion of International Year of the Child will now be a regular component of CBI's activities.

In closing, I would like to acknowledge the valuable contribution of the Ministry of Communications, Quebec government, who graciously provided translation services for the French version of this report. Finally, I want to thank Joy Mauerhoff for her collaboration in overseeing the compilation and layout of the newsletters, and Rosalee Monk who contributed in so many ways to the realization of the project.

André H. Caron
Project Director

Title: L'ENFANT & LES MASS MEDIA

Organization: CENTRE SAINT-PIERRE

Place & Date: Montreal, February 1979

To salute International Year of the Child, and as part of its continuing effort to educate audiences vis-à-vis the mass media, the Communications Section of the Centre Saint-Pierre undertook a project entitled: L'Enfant & les mass média. The Centre's experience in this field allowed it to gain an insight into the extent to which children have become familiar with television, comic strips, radio and other media of social communication. For this reason, L'Enfant et les mass média was designed to assist teachers, students and parents in actively exploring some of these media.

For one week children, teachers and parents were given an opportunity to familiarize themselves - through both practical application and workshops - with radio, television, film and books, in order to gain a better understanding of the influences these media exert on students' school and family life. A questionnaire (see page 4) was designed to help parents in this endeavour. Among the most popular activities of the week which are worth mentioning, were telecasts produced by children in a studio setting, and a meeting with André Melançon, the producer of several films.

"Semaine des mass-média" concluded with an exhibition of books. In the same exhibition hall, parents were able to see the students' work and, in particular, view the telecasts in which their children had participated. Over 600 children and 200 adults joined in these activities.

The workshops, organized by the staffs of primary schools in collaboration with the Communications Section of the Centre Saint-Pierre and La Librairie des Editions Paulines, permitted teachers and parents to question, with the children, the role television, radio and film play in their daily lives. It was a way to bring about a meeting of various facets of education: home, school and the media.

For further details, please contact:

Stéphane Cattanéo
Centre Saint-Pierre
1212, rue Panet
Montreal, Qué. H2L 2Y7

QUESTIONNAIRE

ARE YOU FAMILIAR WITH YOUR CHILD'S WORLD?

Q1. Name your child's five favourite programs

Q2. How many times a week do you watch his favourite shows with him?

Q3. Name three of your favourite shows that your child likes as well.

Q4. Are you able to name four or five television stars that your child admires?

Q5. Have you noticed whether your child imitates what he sees on television? Give details.

Q6. What kind of music does your child like? Why do you think this is so?

Q7. What is your child's favourite reading matter?

Q8. Do you occasionally buy books for him?

Q9. Which commercial messages most capture his attention?

Q10. Have you ever wondered why?

Q11. When your child talks to you of what he has seen or heard, do you show interest?

Q12. Do you talk to your child about programs you like to see or hear?

Count the number of questions you were able to answer. Then turn the page and find out how well you know your child's world.

9 to 12 answers: You are sensitive to your child's experience.

Bravo! Keep it up and try to help your child become increasingly critical of what he sees and hears.

5 to 8 answers: You are moderately aware of your child's experience.

More effort is required to understand your child better and to be able to help him. Try to be in closer contact with him and his world. You will be rewarded with interesting experiences.

1 to 4 answers: You are often indifferent to your child's experience.

Quiz yourself to discover what you really know about your child. If you want to be really close to him and to be able to answer to his needs, try to find out quickly what's going on inside him.

Title: EURO/PAN-AMERICAN CONVENTION ON TELEVISION FOR THE YOUNG IN THE 80's

Organizations: CANADIAN BROADCASTING CORPORATION
EUROPEAN BROADCASTING UNION

Place & Date: Quebec City, May 5-10 1979

Within the context of International Year of the Child, the CBC, in cooperation with the EBU, played host, from May 5th to 10th 1979, to 65 broadcasters responsible for youth programming in some 20 countries. This encounter, the first of its kind, brought together over 35 public, private and educational organizations for "discussions and reflections on the topic of children and television", as stated by the chairman of the meeting, Mr. Jean-Marie Dugas, director of CBC's French television services.

The discussions centred around six topics:

- Television for today's children
- Is there a place for the child in our society?
- School and television
- The role of parents, educators and broadcasters
- Reality or Fantasy?
- New ideas for 1980 and the rights of the child as TV-viewer.

Barbara Chisholm of the University of Toronto and child welfare consultant was the first of four guest speakers to present her views. Basing herself on statistical evidence, she reminded us that the social changes we are undergoing cannot help but affect our children.

What role can the media - and in particular television - play in this context?

- Make children aware of the real world in which they will be called on to live out their lives
- Teach children that values and motivations exist. The media can act positively even when parents have given up
- Enlighten children, who are and will be consumers, on the pitfalls of commercialism
- Teach children about the differences which exist in the world and prepare them to deal with these differences.

Mireille Chalvin, well-known journalist and assistant to the director of youth services for the FR3 network in France, was the second guest speaker. Madame Chalvin, mother of five, ended her address on School and Television with these words:

> In the fraternal battle between the hostile sisters of school and television, it is the latter who emerges victorious because it enjoys the favour of the public. But the last word has not yet been spoken: the more involved and critical young TV viewers become, the more producers will be called upon and forced to create quality broadcasts.

To teach children how to make use of television was the basic premise dealt with by the next speaker, Debbi Wasserman Bilowit, Project Director of Channel 13 (WNET) New York. Mrs. Bilowit's department is attempting to organize a series of ten school courses designed to teach children to develop their own criteria in deciding what and what not to watch.

Fred Rainsberry, professor at the Ontario Institute for Studies in Education and one of the directors of The Children's Broadcast Institute, by way of introduction, quoted from an interview with the eminent Bruno Bettelheim who, in

the United States, has founded an institution which is unique in the world: The Orthogenic School. Dr. Rainsberry defines reality as an exchange of valid human relations, and fantasy as an experience in which the child does not have a true understanding of the world around him. He told his audience, comprised of communications experts, that a telecast is a creative piece of work in the same sense that a sculpture, painting or poem is - the artist has something to communicate.

> The challenge to those responsible for youth telecasts is to create an environment in which producers can be creative. As for the producer - his challenge consists of communicating the fruits of his human experience to the child.

Robert Roy, head of Children's Television at Radio-Canada and the initiator of this Euro/Pan-American Conference, stressed the importance of multiplying the exchange of experience between people responsible for youth programming. Mr. Roy expressed the belief that this meeting would further such exchanges thanks to a great number of screenings of programs produced on both sides of the Atlantic. He sincerely hoped that this encounter would have the effect of ensuring children's rights in the 1980's, not only their right to better television, but also their right to participate in their own television.

The delegates then met in full session to hear reports from the six workshops. A summation of the conference was given by Mr. Patrick Watson, a journalist who had been invited to attend as an observer.

Mr. A.W. Johnson, President of the Canadian Broadcasting Corporation, thanked the delegates for attending. Mr. Nic Bal, network president for the European Broadcasting Union's youth programming, then thanked Mr. Johnson for making possible this first meeting between Europe and America.

Title: WORKING TOGETHER FOR CHILDREN

Organization: 4th CANADIAN CONFERENCE ON CHILDREN

Place & Date: Ottawa, June 11-13 1979

Some 400 delegates participated in over thirty workshops and five plenary sessions - including one for children themselves and one for grandparents. There were fifty organizations involved in hosting and planning the conference and in offering workshops. Co-hosts were: Canadian Council on Children and Youth, Canadian Council on Social Development, Canadian 4-H Council, Vanier Institute of the Family, Canadian Institute of Child Health, and Boys & Girls Clubs of Canada.

Highlights were The Children's Broadcast Institute awards dinner (see following page) and the opening session when Stephen Lewis, June Callwood and Gaston Gauthier took part in a panel discussion moderated by Pat Mackay. The speakers discussed the individual and collective responsibilities of the family, community, state and youngsters themselves in caring for the young in our society. Their comments gave a focus to the two days that followed.

There were excellent opportunities to share knowledge and experiences as participants came from many disciplines and represented many areas of concern about children. Workshops included TV's Child conducted by Janis Nostbakken on behalf of The Children's Broadcast Institute. CBI, the Canadian Cable Television Association and the Ontario Educational Communications Authority were among those who had booths in the exhibition area.

As part of the opening night's events of the Fourth Canadian Conference on Children, Dr. Pierre Camu, Chairman of CRTC, presented THE CHILDREN'S BROADCAST INSTITUTE's awards of merit, acknowledging outstanding achievements in television programming for children. Short clips of the winning programs were shown.

AWARDS:

Pre-school - English -	THE FRIENDLY GIANT (CBC)	The giant himself, rarely seen outside his castle, accepted the award. Bob Homme , the program's creator, writer and principal performer for the past twenty years.
Pre-school - French -	FAN FAN DEDE (Télé-Métropole)	
6-12 years - English-	COSMIC CHRISTMAS (Nelvana)	
6-12 years - French -	TELE-JEANS (Radio-Canada)	

Special awards were given to CFAC-TV in Lethbridge, Alberta for its imaginative use of limited resources in its series, OUTSIDE-IN and to Radio-Canada for twenty-five years of dedication to quality television for children. This last award was accepted by Robert Roy who had just completed nine years as Head of Children's TV (French Service Division). The winning programs were chosen by jury from among 40 programs received in competition.

Title: EMOTION AS A MEANS OF DRAMATURGY

Organization: PRIX JEUNESSE INTERNATIONAL

Place & Date: Munich, June 18-20 1979

This seminar was attended by about 120 participants who included among their number producers, researchers and experts on child development from many parts of the world. The seminar was addressed by distinguished scholars from several countries. The following list of speakers and topics will give a good impression of the scope of the seminar.

Drs. Ellen and Terye Hartmann from Oslo gave a Psychological Analysis of 'Heidi' and 'Big Henry and the Polka Dot Kid'; Professors Dorothy and Jerome L. Singer described The Impact of Television on Children's Emotions: A Developmental Perspective; with program examples, Emotion and Quality in children's productions was presented by producer Ruth Boswell of I.T.V.-Thames Television, London; The Use of Emotion in Children's Television Drama in television from the German Democratic Republic was presented by Beate Peters-Hanspach; Dr. Sumiko Iwao of Keio University, Tokyo and Professor Athiel de Sola Pool of the Massachusetts Institute of Technology, Cambridge, U.S.A. reported on Pain, Aggression, Identification - Aggressors and Victims on Japanese and American Television; Dr. Edward L. Palmer, Vice-president for Research at the Children's Television Workshop identified Emerging Areas for Cooperation Between Educators and Television Producers; Dr. Margaret Berghaus of the University of Hamburg presented an interaction analysis reflecting Social Behaviour in Television Films with special reference to the films Heidi and Big Henry and the Polka Dot Kid.

The major addresses mentioned above were discussed by the participants in several seminars. In the course of discussion, the following significant points emerged. Everyone recognized that dramatic action on the screen - "dramaturgy" - evoked strong feelings from young viewers. Therefore, producers were cautioned not to exaggerate the portrayal of emotion for sensational dramatic effect. Properly presented, television can help children to explore their feelings and to understand better the way that people communicate both feelings and ideas. Strong emphasis was placed on enabling children to "digest and to comprehend dramatic presentations of human behaviour on television".

It was further urged that young people should be educated to understand television and its techniques of production. In this way, an aesthetic distance and a critical understanding of action on TV can be developed so that children will not be overwhelmed by what they see. With full cooperation between researchers and producers a new generation of adults with a sensitive appreciation of the artistic potential of television will emerge.

F.B. Rainsberry

Title: ENFILM 79

Organization: SOFF-M (SOCIETE D'ORGANISATION DE FESTIVALS DE FILMS DE MONTREAL)

Place & Date: Man and his World, Montreal, Summer 1979

In July 1978, Roger Otis, responsible for special projects at the National Film Board of Canada, and Marcel Seguin, consultant in film-making at Man and His World, submitted a project to the administrators of Man and His World. The project, coinciding with International Year of the Child, was received with great enthusiasm. André Lafrance was appointed chairman of the organizing committee, SOFF-M. Children's artwork was included in this film festival for children. Then a national Super-8 film contest was launched, to be followed by a Super-8 tour for the five winners and five children selected in five participating countries. During the whole summer, a Super-8 workshop was held at Man and His World. This is how Enfilm 79 was born.

The Super-8 Contest, sponsored by Radio-Québec, the Mouvement des Caisses Populaires Desjardins and Man and His World was officially launched on February 1, 1979. The theme, What I Like Best, provided a framework flexible enough for the children to produce their own films.

During the two months the contest was open, Enfilm received approximately 130 entries from all parts of Quebec. From these, ten were selected and their authors were invited to produce, under supervision, a short film of less than 5 minutes for the opening of La Ronde on May 5, 1979. The ten films were evaluated by a jury composed of children as part of a broadcast by Radio-Québec. Five winners were selected. They

received $1,000 in Super-8 equipment and an invitation to participate in the Super-8 tour.

Simultaneously, the selection of young film-makers to participate in the Super-8 tour was undertaken in France, Belgium, Italy, Hungary and the United States.

The five winners of the Super-8 Tour and the delegates of the five participating countries were invited to produce a collective film entitled Le Québec vu par les enfants. Each participant was equipped in Super-8.

On July 3, after a dinner at La Maison du Québec, they took a Voyageur bus for Sherbrooke. From July 3 to 12, these ten children, accompanied by adults, did some shooting in Sherbrooke, St-Georges de Beauce, Rimouski, St-Jean-Port-Joli, Quebec City, Three Rivers, St-Jérome, Mont-Laurier and in Montreal. They were the guests of local organizations and received extensive press-coverage everywhere.

The film Le Québec vu par les enfants was telecast by Radio-Québec in the fall of 1979 and will be broadcast by many European networks in 1980.

All summer at Man and His World, children had the opportunity through an open workshop to produce their own films, while visiting the islands. These Super-8 Workshops resulted in an average of 3 or 4 films, 2 to 5 minutes long, being produced every day during the summer by twelve different children each day (for a total of 175 films). These films were dubbed on videotape and presented at the Pavilion of Radio-Canada. They were subsequently analysed and evaluated.

Le Grand Prix International du Cinéma pour Enfants de Terre des Hommes had the following objectives:

- to acknowledge outstanding achievements in the production of films for children
- to encourage the development of production and distribution of films for children, throughout the world, and particularly in Quebec
- to promote the formulation, experimentation and validation of techniques for assessing films for children.

The entries were viewed between July 3 and 11 in the projection rooms at Man and His World. The feature films (five from other countries and four from Canada) were evaluated by a jury composed of children selected from among the finalists in the Super-8 contest. The medium-length films (13 from abroad and 19 from Canada) were evaluated by children picked at random after each screening. A report on the evaluation has been published.

These activities were so successful that the organizers are looking forward to even greater achievements in 1980.

Danièle Brady

Title: BANFF FILM FESTIVAL

Organization: BANFF INTERNATIONAL FESTIVAL OF FILMS FOR TELEVISION

Place & Date: Banff, Alberta, October 1979

The Banff Film Festival was highly successful and is planned to be an annual event. The structure of the festival was six seminars were held in the mornings at the Banff Centre and screenings in the afternoons and evenings in the theatre at the Centre. Saturday, October 25, was the seminar on Television Films for Children: The State of the Art in the International Year of the Child. The panelists were:

George Heinemann - Vice-president, Chief Program Executive, NBC (and former Vice-president Children's Programming at NBC), winner of many awards - e.g. Emmy award for Big Henry and the Polka Dot Kid and responsible for such series as Take a Giant Step

Beverley Shaffer - Director of the National Film Board of Canada's Children of Canada series and Academy Award winner for I'll Find A Way

Michael Hirsh - President of Nelvana Ltd. of Toronto, an animation house which produced Cosmic Christmas and The Devil and Daniel Mouse and Romeo-o

André Melançon - Film-maker from Quebec who had just won an an award for his fine film Comme les six doigts de la main.

The seminar began with Dodi Robb, head of Children's Television (English Service Division) CBC and Robert Roy, head of Procured Film at (French Service Division) CBC (previously head of

French Service Division Children's Programming), who examined the output of their respective departments. They distributed a new booklet which covers 27 years of broadcasting children's television at CBC. Robert Roy then gave an account of the Quebec 79 Conference (see page 6) which included highlights of the conference and reports on the exchange of ideas about children's programs. This was followed by a 15-minute presentation by each of the four panelists. Memorable statements from the panel:

Hirsh: Talking about misconceptions about children's programs: "Small people deserve small budgets...kids can't tell a high quality from a low quality show....Americans won't bu our product."

Robb: "With successful marketing and high creativity, Michael Hirsh has refuted all these ideas with a real Canadian film success story."

Heinemann: Talking about children's drama and explaining his philosophy over thirty years of broadcasting for children: "If you can't tell your story in one sentence you don't have a script or a show. Concentrate on your theme."

Melançon: Telling us about a series of films made in Quebec for International Year of the Child called, Les Paroles des Enfants. One of this series was screened and it was enormously effective in telling how children feel about such things as their parents' expectations for them. He said that the most important thing for us to do was to listen to the child.

Shaffer: Told us that she felt that cute kids were out and that she looked for real children with real stories for her films.

There were screenings of children's shows from the USSR, UK, USA, Japan, Canada, etc. Other seminar topics were: finance, marketing, documentary, feature films, education.

Dodi Robb

Title: TODAY'S CHILD - TOMORROW'S WORLD

Organization: CANADIAN ASSOCIATION FOR YOUNG CHILDREN
5th ANNUAL CONFERENCE

Place & Date: Ottawa, October 25-27 1979

The keynote speaker, under the joint chairmanship of Mr. Laurier LaPierre and Dr. Ada Schermann, was Dr. Burton White. Dr. White's topic was Origins of Human Competence.

One of the five theme speakers was Roy Bonisteel whose topic was The World. He discussed those vital factors influencing the place the child has in today's world and took a look at how we are preparing children to be part of the global community. Among the six workshops presented on this theme was one by Janis Nostbakken, The Power of Television With a Special Look at Children, a look at what teachers and parents can do to make television viewing a more profitable experience for children.

The Canadian Association for Young Children established an international film festival to encourage film producers in Canada and abroad to increase production of films of high quality for and about children. Prizes were awarded as follows:

Best film for children	- The Devil and Daniel Mouse
Best film about children	- Young and Just Beginning...Pierre
Best Canadian film	- Legendes du Québec
Honourable Mention	- Child of the Andes
	- Journey from Zanzibar (U.S.A.)
	- The Gift
	- Mandy's Grandmother

Opportunities to view the films submitted to the Childfilm Festival were offered during the conference and clips from winning films were shown at the banquet when the awards were presented.

The conference included a great variety of speakers and topics as well as opportunities for the over 1,000 participants to see in action local kindergartens, special educational programs, day care and therapeutic centres.

Title: POWER OF TELEVISION

Organization: THE CHILDREN'S BROADCAST INSTITUTE

Place & Date: Ontario, 1979

During 1979 workshops were presented to a dozen groups (Home & School Associations, Mothers' groups and Library meetings) by members of the Institute.

The purpose of these workshops is to help parents use television in a positive way to enhance and encourage family communication. Strategies to limit children's viewing hours and to direct their attention to specific programming are discussed and parents share problems and solutions which have worked for them. Common themes are awareness of the pervasive influence of television on all of us and parental responsibility to help a child develop critical viewing skills.

The Children's Broadcast Institute is preparing a pilot project to expand this project in 1980.

Title: PARENTS' VIEWING MONTH

Organization: THE CHILDREN'S BROADCAST INSTITUTE

Place & Date: Canada, September 1979

One of the objectives of The Children's Broadcast Institute is to analyse the needs of children and the concerns of parents about the impact of broadcasting on the lives of children and to promote action which will meet these needs and concerns. This aim was promoted through the participation of several members in television talk shows in Ontario and Quebec.

"Parents' Viewing Month" received excellent television coverage in 1979 through the 60-second public service announcement, WHERE ARE YOU? which encourages parents to watch television with their children:

> Let'm go, when he's old enough to fly
> But till then, better keep a watchful eye.
>
> Pull up a chair, dad, mom come see
> What your child is watching on TV.
>
> Meet the hero of his favourite show
> What's make-believe, does he really know?
> What makes him happy, what makes him mad
> Ask why he watches when it's making him sad.
>
> Pull up a chair dad, mom come see
> What your child is watching on TV.
>
> Channel your child so he sees the best,
> Then help him to turn off the rest.
> Just like a hug when he's ready for bed,
> It shows that you care what goes on in his head.
>
> TV is reaching your child.
> WHERE ARE YOU?

Television stations right across the country were very generous in their donation of free time for the p.s.a.; many carried it

throughout the year, not only during the month of September. Statistics in terms of number of times aired and dollar value are not available because not all stations provided this information. Only 10 of the many stations that carried the p.s.a. reported their contributions to CBI; on those stations alone, the message was aired 454 times for a total of $121,899. However, we know from having personally seen the announcement on air in various parts of Canada and from conversations with people across the country that the message is well-known.

The success of the "Parents' Viewing Month" promotion in 1979, and indeed in 1978, was possible not only because of the cooperation of television stations, but was due also to the contribution of the actors and musicians whose generous donation of time and talent made it possible to produce the announcement and to keep it on air.

Evelyn Crandell
Project Director

Title: SPECIAL CHILDREN'S PROGRAMMING

Organization: RADIO-CANADA

Place & Date: Canada, 1979

Children have been the concern of Radio-Canada long before the General Assembly of the United Nations proclaimed an International Year of the Child. It is well known that the Youth Broadcasting Services have worked for many years in order to offer a complete range of programs to young people.

We say this as a reminder that our Youth Broadcasting Services did not need to create special programming in 1979 as a special salute to children: 20% of Radio-Canada's airtime is already devoted to the young. Still, a particular effort was made during International Year of the Child to create programs designed to focus attention, not only of adults but also of children, on the event.

Following is a list of special programs which were broadcast on the French Service of Radio-Canada.

250 CHILDREN ARE BORN EVERY MINUTE

The series Les Amis de mes Amis, created by Daniel Bertolino and aired on Fridays at 8:00 p.m., constitutes an example of Youth Services involvement with International Year of the Child. If approximately 250 children come into the world every sixty seconds, four-fifths of them will have to go it alone to survive. The broadcast familiarized us with the lives of children from some of the countries in which they must begin to support themselves when they are 10 or 11 years old.

These films were made on location and touched on every aspect of these children's lives, as well as on the customs of their people. They are documentaries conceived to make children aware that places exist in which people do not live as we do and to teach children to respect and love those who are not like themselves.

LETTING THE YOUNG SPEAK OUT

International Year of the Child was stressed, even within the body of regular broadcasts. Thus in Téléjeans, Saturdays at 11:30 a.m., a number of special features were created to highlight various events which took place here and elsewhere in the world. In 1979 Téléjeans did not go off the air during the summer months. Instead it presented shows produced at Man and His World which had been designated as a meeting place for the young for International Year of the Child. Participation by young visitors was encouraged, particularly those who were involved in projects related to I.Y.C.

As a 'youth magazine', Téléjeans also kept its audience informed on events which took place in Canada and elsewhere.

Finally, it conducted an important survey with young people in an attempt to discover the values that are most important to them, how they view society and the kind of society they would like to live in in the year 2000. Another feature, a monthly review, dealt with I.Y.C. and was integrated into the broadcast.

BOBINO

Bobino, broadcast daily at 4:00 p.m., also participated in International Year of the Child. Viewers saw Bobino launch a pen-pal program with children from different parts of the world. Much can be learned from such exchanges, including awareness of the problems that some of the correspondents faced.

LA PAROLE AUX ENFANTS

A new series of mini-broadcasts entitled La Parole aux Enfants was also launched in 1979. These programs were intended to sensitize the public to children and featured young people speaking out on such subjects as war, toys, suffering, love, birth, old age, poverty, politics, the family, illness, work and many others. More than forty issues came under discussion.

UNITED NATIONS DAY

On October 22, 1979 a special broadcast was aired to an audience of 6 million children in preparation for October 24. This date, which is United Nations Day, was officially designated by the Council of Ministers of Education in Canada as a day of study and reflection in recognition of International Year of the Child. The special broadcast which addressed itself to the entire Canadian viewing public, dealt with questions concerning developing countries, particularly those in which most children are under-nourished. In other words, the program dealt with hunger, in order to sensitize the public in general and the young in particular.

PLACE A L'ENFANT

On Friday, December 28, 1979, a special filmed telecast entitled Place à l'Enfant gave a summary of International Year of the Child. This was in no way an adult report nor a statistical statement....It was a summary made by children.

Ever since January 1979, children had been made aware that this was their year and they were asked to offer their opinions on a great number of subjects - how they view themselves; their perception of the adult world (parents and others); laws and institutions; their own rights and obligations; in short on just about everything that had been so thoroughly discussed during this, their year. Place à l'Enfant was produced by Christina Von Hlatky of CBOFT in Ottawa.

The Research Department at Radio-Canada were also very active during International Year of the Child, as we shall see in the following pages.

RESEARCH

International Year of the Child inspired many reflections, analyses and conferences focussed on the child's place in society. Radio-Canada allied itself closely with aspects of the child's world that have often been ignored. Two of these, Téléjeans and L'Enfance à Vivre aired the findings of surveys specially undertaken for them by the Research Department. The first of these, entitled Nous les 12 * 15 ans (see following page) was taken among young Quebeckers between the ages of 12 and 15. The second, Entre deux Saisons (which is not

reported here) dealt with their counterparts, namely the parents of 12 to 15 year olds in Quebec. The results of these surveys were broadcast on September 5 and 12 as part of the program Téléjeans, and on September 18 and 25 and October 2 on L'Enfance à Vivre.

The findings from these studies have been widely distributed and are bound to enliven discussions on how young people see themselves and how they are seen by others. Obviously, they do not provide answers to every question adults may have vis-à-vis the young; but they are an important point of departure for this analysis of the evolution of our society.

Furthermore, the Research Department produced a document entitled, Youth Broadcasting which was distributed at the Euro/Pan-American Convention on Television for the Young in the 80's (see page 6). This conference, which took place in Quebec City in May of 1979, was attended by broadcasters who are members of the European Broadcasting Union and it dealt with the state of broadcasting in the participating countries, in particular, with hours, content and broadcasting objectives Finally, the study on Radio and the Young was also done by the department. In the following pages, summaries of these reports dealing with children and media are presented.

Gérard Malo

Title: NOUS LES 12 * 15 ANS

Organization: RESEARCH DEPARTMENT, RADIO-CANADA

Place & Date: Montreal, 1979

To know how others of their age think and live is very important to 12-15 year olds. In order to provide answers to this need, 427 young people between the ages of 12 and 15 were asked to participate in this study, which attempts to define the daily realities of this age group as lived in 1979. To this end, the interests, expectations and hopes which are central to their lives were discussed. In the context, family, school, leisure, friends, work and society at large were all dimensions to be considered within which their daily lives evolve.

In exploring these themes, we hoped to enable the young to become aware of the views held by their peers and to isolate elements which would lead, if not to a better comprehension, at least to a better definition of the child's world.

Different criteria were applied in the selection of respondents in order to ensure that results would be as representative as possible: age, sex and geographic origin.

It could be assumed that a marked difference would exist between boys and girls as to level of maturity, perceptions, values, interests, activities, aspirations, etc. and responses are presented separately (though both groups were equally represented). This approach revealed that girls feel themselves to be closer to their mothers than boys; that they believe themselves less free than boys and that they view the future with less confidence. (Incidentally, the respondents' sex influenced their perceptions and living experience more than geographic origin.)

The study also considered young people's environments as a possible source of disparity between them and found, in fact, that characteristics inherent in urban living (large, small or medium town) tended to produce such disparities with regard to activities (work, leisure, sports, etc.), and value systems, opinions, etc. To include these varying milieux, some respondents were selected in Montreal (large urban centre), others in Chicoutimi (medium-size town), and still others in Matane (small town and rural milieu). Among the differences which emerged between these three groups, we found, for instance, that young people in Matane feel that they enjoy a more harmonious relationship with their families than their counterparts in Montreal and Chicoutimi.

The different topics covered in this report have been organized into two large chapters: the first deals with the living experience of the 12 to 15 year olds, their views, expectations vis-à-vis their parents, teachers and friends, their principal concerns as related to the present; the second describes how they view the future and deals with their hopes and ideals.

In conclusion, the authors have juxtaposed some of the young people's perceptions with those of adults which were obtained in the survey Entre Deux Saisons (Between Two Seasons) conducted by Soucy D. Gagné for Sorécom Inc. using the parents of 12 to 15 year olds as respondents.

Here in brief, are the principal conclusions drawn from the survey.

THE FAMILY Most of the young respondents appear to have a positive image of their parents. In fact, though two-thirds consider their parents to be "with it" (understanding), the majority (82%) agree in stating that they are just strict enough.

In general, 12 to 15 year olds feel close or very close to their parents, although 'closeness' to the mother is clearly more marked than to the father. The children also stated that they talked to and agreed with their mother more frequently than with their father.

It was also noted that a better relationship with the mother brings about better understanding with the father.

The majority of children were satisfied with the way they relate to their parents, since they desire to maintain the status quo.

Although 59% seemed satisfied with their relationship to their mother and 52% with their relationship to their father, more than 40% would like to become either closer or less close to their parents.

THE SCHOOL

12 to 15 year olds appear to be rather positive in their evaluation of school in general. On the whole (90%), school is considered a place where one doesn't feel lost and where it is easy to make friends, but for four children out of ten, school is a place that is too noisy, where life isn't as great as all that....As to the ideal school, over and above a pleasant environment (23%) and teachers who listen to students (16%), 22% of the young respondents wished to see discipline. We believe, therefore, that at least one fifth of the children seek a more structured form of education.

THE FUTURE

84% expressed plans for post-secondary education, but one in five did not know how far he would like to pursue his studies.

11-15 year old, when naming future careers they wished to follow, stated that they felt confident of being able

to do so. Some, however (45%), show apprehension of the day when they will have to look for a job which will permit them to exercise their chosen profession.

In thinking of their future, 93% of the young respondents stated that they intend to have children and the majority of 12 to 15 year olds (83%) wanted this to be so within the institution of marriage.

In looking at married life, they felt that the man and woman must be equals as regards family responsibilities (89%), the care of children (83%), and work (66%).

As for housework, less than half conceded equality to the roles of husband and wife. Girls, in this regard, do not significantly disagree with boys.

They cast a realistic eye on the more distant future (21st century), viewing it with moderate confidence. They were quite divided on developments which will take place at the beginning of the 21st century. 76% believe that the institution of the family will survive, but very few young people have hopes that problems such as famine in the third world (40%) or pollution (27%) will be resolved.

ALIENATION Some young respondents (between 5% and 10%) expressed profound dissatisfaction in facing various aspects of life: they were dissatisfied with their relationships to their teachers; they felt estranged from their parents; they had no true friend in whom they could confide; they did not like themselves as they are, and they did not feel very happy.

FRIENDSHIP During adolescence, a friend is chiefly a confidante with whom one feels comfortable. 10% claim not to have a friend in whom they trust.

PART-TIME WORK — Two-thirds of the young respondents said that they have paid part-time work. They wanted to work, not to give themselves freedom, but rather to have extra money for 'going out' and for buying presents.

RELIGION — Although a large majority of the respondents stated that they believe in God (94%), only 54% attend church out of personal conviction. Others (26%) are sent by their parents and some (22%) indicated that they never go to church.

Nicole Beaulac

Title: YOUTH BROADCASTING - QUEBEC 1979

Organization: RESEARCH DEPARTMENT, RADIO-CANADA

Place & Date: Quebec, August 1979

The purpose of this report is to focus on the degree of importance attached to television programming for children and adolescents; on goals set out by those responsible for such broadcasts; and on the principal concerns voiced by those who initiate, create and produce these programs and are either full or associate members of the European Broadcasting Union.

The data contained in this document were collected initially in February 1979 in a questionnaire mailed to respondents responsible for youth programming, and later supplemented during the Quebec 1979 conference which took place in Quebec City during the month of May. (see page 6)

Representatives of participating organizations (43 broadcasters, 1 distributor) commented on various operating techniques and differing structures and mandates which proved too complex, given their great complexity, to be dealt with separately, within the scope that had been set by the authors. The report does not claim to be exhaustive, it attempts, rather, to highlight the more salient elements of production and broadcasting for young people, by isolating the broader constants and focussing on differences as well as similarities existing within the broadcasting enterprises polled. When broadcasters define their goals, they express them in words that are similar, yet their meaning seems to differ from culture to culture, i.e. from country to country. Keeping in mind the multiple meanings inherent in various definitions, the authors limited themselves to defining only that on which the majority of organizations consulted could agree upon.

Results were divided into three groupings. The first provides an overview of youth broadcasting by the organizations consulted; this overview includes target ages, air time and the importance of youth programs within the total broadcasting spectrum and the proportion of productions made on location, both locally and abroad.

The second part contains a description of the principal goals pursued by the broadcasters, as well as the most important constraints placed on the majority of those in charge of youth broadcasts in the exercise of their task.

The third part gives an outline of evaluation methods and the type of monitoring most frequently used by youth services in measuring the impact of their broadcasts on target audiences.

An excellent summary of this report was made by Robert Roy at the Banff International Festival of Films for Television (see page 17)

"Some statistics which emerged from a study prepared for this festival: every week time reserved for children's programming hovers between 5 to 70 hours, with much of the latter, of course, including educational television. The average would be more between 5 to 9 hours for a goodly protion of the respondents and between 16 to 25 hours for another group. Generally speaking, youth television accounts for 10 to 15% of the broadcasting hours. What's more, domestic production normally accounts for 50 to 75%, with the rest being taken up by production or stock movies.

Other findings: more and more broadcasters call upon various sources of information to rate the impact of their programmes (audience rating, mail, the telephone, of course, but also lab experiments conducted with the assistance of psychologists, inverviews with televiewers, teleclubs, school visits, etc.)

Among the objectives cited by those answering this questionnaire, 87% were concerned with properly informing the young televiewer and 78% also wanted to entertain them. News films, the life of children of other ethnic origins, documentaries, animated cartoons are all mentioned as so many opportunities of creating interest and enriching the child's knowledge, as well as stimulating his creativity and inviting his participation. The idea is to teach children their own cultural heritage and to inform them of various ways of life and of various thinking processes. On the social level, broadcasters

seem to attach an increasing importance to social integration and to the child's and teenager's feeling of belonging to a community, to a specific group. Many would prefer youth telecasts to present more active behavioural plays in which the child would be cast as the main character, they want the telecasts to reflect more widely the child's environment, his personal interests and his development.

To create interest and contribute to the development of youthful talent, some suggested that children take part in the design and creation of certain productions, while others maintained that children should be encouraged to take an active part in the presentation of their own telecasts. Finally, some broadcasters seemed to have set themselves the task of teaching the child his family and social responsibilities by holding up behavioural models for him to copy.

When asked to express their choice of special telecasts for the young televiewer, many broadcasters favoured telecasts based on the everyday life of the young. Youth organizations consulted would like youth-oriented programming to broach such topics as nutrition, public affairs, careers, teenage problems and human relations.

Although some of these topics are interesting and, in many cases, offer good movie production material, the respondents expressed misgivings as to the main difficulties encountered: budgetary restrictions, apathy and lack of interest for children's television displayed by other departments within their organizations, insufficient telecast time, weakness of the technical infrastructure and, at times, the difficulty experienced in finding producers who are both competent and interested in working in the field of children's television."

Title: RADIO AND THE YOUNG: A BIRD'S EYE VIEW OF THE MONTREAL SCENE

Organization: RESEARCH DEPARTMENT, RADIO-CANADA

Place & Date: Montreal, 1979

The International Year of the Child has stimulated an examination of the role various organizations and institutions play vis-à-vis the young. A number of researchers from Radio-Canada's Research Department took a particular interest in Radio Broadcasts for the Young. Data, concerning the listening patterns of Canadian and Quebec adults, as well as of Canadian and Quebec children and adolescents was presented here for the first time.

Ninety-six percent of Canadian adults listen to the radio at least 15 minutes per week; an equal number of adolescents (96%) also listen for at least 15 minutes per week; among children between 7 and 11, however, only 76% listen at least 15 minutes a week.

In Quebec, 95% of adults listen to the radio at least 15 minutes per week; an equal number of adolescents (94%) also listen for at least 15 minutes per week; yet only 68% of children between the ages of 7 and 11 listen at least 15 minutes per week. What emerges is that radio reaches proportionately as many adults and adolescents in Quebec as it does in Canada, but proportionately fewer children.

If the proportions of radio listeners, both adult and adolescents, in both Quebec and Canada are the same, the former differs from the latter by shorter listening duration: for Canadian adults listen to the radio on an average of 3.4 hours

a day; adolescents listen only 2.4 hours; and as for children, those who listen do so for only 1.6 hours per day.

In Quebec the situation is quite similar to that prevailing in Canada in terms of listening duration: Quebec adults listen to the radio for an average of 3.6 hours daily, whereas adolescents listen for only 2.4 hours; and those children who do listen to the radio do so for only 1.7 hours a day.

If we now examine the times at which the largest number of adolescents and children listen to the radio in Montreal, the following tendencies are apparent.

During weekdays, the largest number of children and adolescents tend to listen to the radio between 7 and 8 a.m. It can be presumed that this is a time for family listening and that children or adolescents are not necessarily the ones who are selecting the station.

It is on their return from school for lunch, i.e. 11:45 a.m. to 12:15 p.m. that the largest number of children can be found listening to the radio. In the case of adolescents, the second period of the day during which a great number of them listens to the radio are the hours between 4 and 7 p.m. on their return from school at the end of the day.

In actual fact, between Monday and Friday, prime listening time of children and adolescents does not differ greatly from that of the total population.

Abandoning the Monday to Friday pattern, a larger number of adolescents listen at various times and for longer duration during the days and evenings of Saturday and Sunday. This could be attributed in part to a less structured living pattern for

adolescents on weekends. High density listening for children and adolescents on Saturdays and Sundays varies more from season to season than Monday to Friday listening patterns. An explanation for these variations could perhaps be found in the stations' timetables, but arises more probably from the fact that children's and adolescents' life styles tend to be less structured on Saturday and Sunday than they are from Monday to Friday.

A few thoughts in conclusion

An examination of radio listenership data gathered during the past three years and of program schedules of Montreal radio stations has provided a measure of insight into the listening patterns of young people. It is, however, clear that further studies are required to gain a clearer understanding of the phenomenon. The testing of a few theories might be helpful: the context in which young people listen to the radio; their reaction to broadcasts such as are aired in other countries....

The fact that not a single Montreal radio station addresses itself specifically to children and that, while some of them address themselves to adolescents, they do so exclusively with musical content, cannot explain the failure of radio as a medium to come up with programming adapted for children and adolescents. There are examples from other countries to prove that this is not so. There are only two possible explanations for the dearth of non-musical programs for children and adolescents: the first is that, in contrast to other countries, radio stations in Montreal (with the exception of Radio-Canada (CBFM CBF-FM, CBM and CBM-FM) are privately owned; i.e. stations primarily concerned with commercial rentability; the second is the fact that television, expecially French television in Montreal, has placed a heavy emphasis on broadcasts for children and adolescents, thereby discouraging initiative on the part of radio.

Hélène Robillard-Frayne

Title: SPECIAL CHILDREN'S PROGRAMMING

Organization: CANADIAN BROADCASTING CORPORATION

Place & Date: Canada, 1979

Programs which were broadcast on the National Network of the Canadian Broadcasting Corporation include:

SPREAD YOUR WINGS

A series illustrating how special skills are learned by young people in different countries of the world.

THE SEAS MUST LIVE

A one-hour documentary on the world's oceans.

WHY SHOULD I CARE?

An hour-long documentary produced in co-operation with UNICEF and Red Cross, examining the needs, wants and opportunities of young Canadians in comparison with those of other children of the world. (See special report on page 47)

WOW!

A series of Canadian-produced super specials for super kids.

GETTING IT TOGETHER

Ten half-hour programs produced in various regions celebrating the accomplishments of talented young Canadians.

Title: SPECIAL CHILDREN'S PROGRAMMING

Organization: CTV TELEVISION NETWORK

Place & Date: Canada, 1979

During 1979, the CTV Television Network scheduled a number of programs touching on the spirit of International Year of the Child.

MY MOM IS HAVING A BABY

This program depicted how one young boy adjusted to the strange, not altogether happy, situation of a new baby brother.

ONE ELEPHANT, DEUX ELEPHANTS

A one-hour music special, based on the hit album produced by Lois Lilienstein, Sharon Hampson and Bram Morrison who, together with instrumentalists and an audience of enthusiastic children, created a vibrant refreshing program of calypso beats, schoolyard chants, folk songs and a little jazz.

CHRISTMAS LACE

A half-hour special about a little French-Canadian girl and her faith in the Christmas spirit in 19th century rural Quebec.

The network's regular programming for children included:

LET'S GO; KIDSTUFF; FORTY-FOUR FUN STREET; WHATEVER TURNS YOU ON; SWISS FAMILY ROBINSON; THE B.B. BEAGLE SHOW.

Title: SPECIAL CHILDREN'S PROGRAMMING

Organization: GLOBAL TELEVISION NETWORK

Place & Date: Canada, 1979

The main activity of Global Television for the International Year of the Child was to establish a children's programming block on Saturday afternoons from 3:30 to 6:00 p.m. Some of the programs included in the schedule were:

HAMMY HAMSTER; THE SECRET RAILROAD; BARBAPAPA; WORLD OF SURVIVAL; KIDSWORLD; CIRCLE SQUARE; INSIDE TRACK.

BARBARPAPA, an animated series about a gentle, non-violent family who could change their shapes and become anything they pleased won a gold medal at the International Film and Television Festival.

Title: SPECIAL CHILDREN'S PROGRAMMING

Organization: TELE-METROPOLE

Place & Date: Quebec, 1979

In celebration of International Year of the Child, Télé-Métropole featured a number of programs honouring the child.

In addition to the production of programs for children...such as quiz and variety shows on October 24, International Day of

the Child...Télé-Métropole placed considerable emphasis on parent education programs throughout the entire year. Topics included under such programming were: dental and medical care for children; coping with adolescence and puberty; sex education; the abused child; adoption; children and the media.

Title: SPECIAL CHILDREN'S PROGRAMMING

Organization: RADIO-QUEBEC

Place & Date: Quebec, 1979

During 1979, Radio-Québec broadcast a series of one-minute announcements paying tribute to children.

In October ENFILM was broadcast, a program showing a collection of films produced by young people for the festival at Terre des Hommes during the summer. See page 14 for more details.

Title: SPECIAL CHILDREN'S PROGRAMMING

Organization: TV ONTARIO

Place & Date: Ontario, 1979

TV Ontario conducted several special projects in conjunction with International Year of the Child. The projects involved

intensive field work to enable people to utilize the television broadcasts.

THE FAMILY LIVING ACADEMY

A nine-program series was designed to promote group discussion of everyday problems encountered by parents and children. Twenty workshops dealing with the use of this television series were held throughout Ontario, with an average attendance of 35. The Academy was one of the special projects developed for four communities in northern Ontario, participating in a satellite telecommunications experiment.

CAMP TV ONTARIO

A special project for children, parents, childrens' librarians, recreational leaders and others working with children, was designed to stimulate further activities in arts, crafts and drama games. Prior to the broadcast of the series during July, over 35 workshops were conducted with more than 875 participants from various fields. Fieldwork was carried out through a grant from the Ministry of Culture and Recreation, Ontario Government.

Al Fasan

RESEARCH

Formative and summative research evaluation was also done by the Research Branch of the Ontario Educational Communications Authority. Following are summaries of research projects relating to children and media during International Year of the Child.

Formative evaluation of MUSIC INC. as an instructional tool in the junior classroom:

Music Inc. is a television series being developed by O.E.C.A. to stimulate children's and adults' appreciation of music, and to encourage their involvement in music. The series would be targeted at the primary-junior level, but would also be useful as a family program. A formative evaluation was carried out to test the effectiveness of Music Inc. as an educational tool in the junior-level classroom; to test the appeal of the characters and format at this level; and to ascertain the potential of audio and visual presentation of music information. The 20-minute pilot program was tested in two Toronto schools with 195 students from grades 4 and 6. Music Inc. was found to be an appealing and highly successful instructional tool for junior students and their teachers.

M. Raices, Research Officer - Project Research No. 1979-27

Formative research for MATHMAKERS:

MathMakers is a series of 15-minute television programs about junior mathematics, and is produced by O.E.C.A. The series used a story-magazine format. Research was undertaken to assess students' comprehension of instructional content and general program appeal. The subjects were drawn from two classes of grades 4 and 6 in a suburban school and an inner-city school. The study indicated that MathMakers programs are understood by their target audience and are generally found appealing. The programs appear particularly successful in generating active television involvement among students at the junior level.

L. Gillis & K. Duggan, Research Officers - Project Research No. 1979-32B

Summative evaluation of Polka Dot Door - parent survey:

Polka Dot Door is a Canadian content series of television programs, produced by O.E.C.A. and aimed at the pre-school audience at home. A secondary target is children in daycare/nursery schools and kindergartens. Each program is one half hour long. Research was carried out to examine the appeal of the series for the open-sector viewer (child and parent); to determine the viewing behaviours and patterns of the open-sector preschool child; to determine the television preferences of the open-sector preschool child; and to explore post-viewing effects of the series for behaviours, activities, and creative play. Approximately 1,000 questionnaires were sent to a random sample of people who had requested the Polka Dot Door record album, and 552 questionnaires were returned. The responses were totally favourable. The children and their parents reported they found the series both educationally beneficial and an enjoyable viewing experience. The children appeared to interact, physically and verbally, with the series to a great extent.

G. Teachman, Consultant - Project Research No. 1980-1

Read All About It: A formative evaluation of the pilot programs:

Read All About It is a new television series being produced by the School Programming Branch, Early Childhood Division of O.E.C.A. The series continues the direction of Readalong in using television to motivate reading. It is primarily aimed at students in grades 4 through 6. Each episode is 15 minutes long and uses a science fiction serial format with continuing characters.

A preliminary formative evaluation study was conducted to find out the appeal of the pilot programs and the appropriateness of their educational content for the target audience. There were approximately 200 subjects from five schools representing the suburban, urban and inner-city population around Metropolitan Toronto. It is intended that the findings of the study would be of value in the production of future episodes.

G. TEACHMAN, Consultant - Project Research No. 1979-10.

Title: SPECIAL CHILDREN'S PROGRAMMING

Organization: CANADIAN CABLE TELEVISION ASSOCIATION

Place & Date: Canada, 1979

The National Programming Committee of The Canadian Cable Television Association undertook as its special project for 1979, THE CHILD AND COMMUNITY TELEVISION. Kits were distributed to every cable company in Canada. Included in the kits were tips on how to produce programs with children, how to train children to operate television equipment and information on International Year of the Child projects across Canada.

For the CCTA National Convention in Toronto, the committee organized a panel workshop to discuss THE CHILD AND COMMUNITY TELEVISION. Included on the panel were such guests as Dr. John Abel of Michigan State University, Pat Mackay who is President of the Canadian Council on Children and

Youth, Janis Nostbakken who is a director of The Children's Broadcast Institute and Sylvane Walters who is President of the Canadian Children's Channel.

The National Committee also published seven newsletters featuring articles on children's programs produced within the cable industry in Canada. The newsletters also featured articles by professionals and question/answer section for producers.

In all, hundreds of programs were produced for children during the year across the country and it is encouraging to note that their production will continue into 1980.

Cable companies in Toronto dedicated October 24, International Day of the Child, to children's programming. It was a day of variety, education and entertainment, with something for everyone--truly a day to celebrate children. Children finally had a chance to have their say, to express their views and opinions. Their comments and insights, as expressed in the phone-ins, were filled with truth and were by far the most interesting and revealing parts of the day. For more detail on this event, see following.

WHY SHOULD I CARE?

"What began as an exciting concept hatched in my garden in June 1979 ended as a vivid reality on October 24. A whole day of programming involving all the cable companies in Toronto and two giant volunteer agencies--the Red Cross and UNICEF. Everyone worked towards a clearer understanding by the public of development education and of International Year of the Child.

We agreed early to concentrate on the Red Cross/UNICEF special project: WHY SHOULD I CARE? It was what was promised - a day to celebrate children, to give kids and adults at least equal air time. It was a day of variety with 'something for everyone'. And it certainly was "LIVE"!

More than twenty people (14 of whom were kids) have a clearer understanding of TV techniques and procedures.

What was most exciting to me was that children did have their say, right up until 11 o'clock at night! The fact that the 'adult' phone-in was monopolized by adolescents was all the proof we needed that it had been a kid's day. The phone-ins were the most fascinating parts of the day. The youth phone-in during the afternoon was filled with truth and candour. It illustrated to me the need for such a phone-in on some kind of regular basis. The feed-back from schools has been positive.

October 24 was a day we can all be proud of...a day when cable, Red Cross and UNICEF did what they were designed to do...a day when we served our community well."

Judy Symes,
Chairman, Metro Red Cross IYC

In recognition of International Year of the Child, Quality Cable Television in Edmonton dedicated an entire day of programming to children. The morning was devoted to pre-schoolers who visited a foreign country, created original recipes and heard stories from many lands. In the afternoon, parents had the opportunity to discuss their roles and concerns in raising children with a panel of experts. In the evening, viewers were encouraged to participate in debates and open-line programs. Children's drama and a documentary examining the effects of divorce on the child were also featured.

One Nova Scotia company created a series called DROOVER'S MOVERS, for young children (3 to 7 years) with the intention of involving them directly in the action of the program and of encouraging learning within the affective and psychomotor domains. A regular feature of this series illustrated the variety of people and places in Canada...that is families, friends and communities.

Title: SPECIAL CHILDREN'S PROGRAMMING

Organization: THE CANADIAN CHILDREN'S CHANNEL

Place & Date: Ontario 1979

The Canadian Children's Channel completed a number of productions during 1979. Among them:

TO TALK OF MANY THINGS; MASTERPIECE; HE IS THE TREASURE; SHOW ME HOW; STORIES FROM THE ATTIC.

WE ARE STILL HERE

This thought-provoking half-hour documentary special looked at how the native people have struggled to regain a sense of identity and how they are keeping alive their traditional values and lifestyles in the face of change.

Title: SPECIAL CHILDREN'S PROGRAMMING

Organization: UNIVERSITY OF CALGARY and CFAC-TV

Place & Date: Alberta, 1979

As part of their weekly public service broadcasting series, The University of Calgary produced five television programs during International Year of the Child:

ON BEING YOUNG, a program dealing with the world of children from infancy to junior high.

CHILDREN AND TELEVISION, hosted by Dr. Greg Fouts of the Psychology Department, the program was aimed at parents and attempted to show some of the problems that unrestricted home television viewing can present to children in the areas of social behaviour and learning. For further information on this program, see page 73.

TEEN-AGERS UNDER STRESS - THE SUICIDE ALTERNATIVE, a program designed to create an awareness of the problems of teen-age suicide and what to do about it.

CHILDREN AND MOVEMENT, a program in which the Laban method of movement analysis was developed for use in schools to teach movement education.

ON BEING DEAF, a program geared towards a better understanding of what it is like to be deaf and what it is like to bring up a deaf child in the home and at school. The program was signed for the deaf and the hearing impaired by a first-year student at the University of Calgary.

In Canadian schools, colleges and universities researchers, many of whom are members of The Children's Broadcast Institute, were particularly active during International Year of the Child. Following are some of the events, studies and publications which dealt with children and television.

Title: CHILDREN AND TELEVISION: MEDIA & VALUES

Organization: COLLEGE OF CAPE BRETON

Place & Date: Sydney, Nova Scotia, March 26/27 1979

Keynote speaker was Janis Nostbakken from The Children's Broadcast Institute. The objectives of this seminar: awareness of the effects of television on children, the state of children's television in Canada and suggestions for effective use of television, were well met.

The 152 participants showed that they had been anxious about the enormity of the place television has in the lives of their children (only a few thought that TV was having a negative effect). The session was of an introductory nature and showed that a more advanced treatment of the subject would be well patronized. School authorities showed a great concern about the impact of television on the enterprise of teaching the young. The participants showed that they had great concern about TV in the lives of their children but that concern had no focus until the workshop. Parents welcomed enthusiastically the prospect of continuing initiatives in educating viewers of television.

Media coverage was extraordinary - four prime time treatments of which three were of ten minutes duration. The extensive coverage by the media and the good reception from the participants made it clear that the community of Cape Breton wants viewer education to become a normal aspect of continuing education. As follow-throughs on this workshop, several workshops on the effects of television on children were held.

A point that was stressed was that school educators do well to be aware of the impact of television on the values of the learners involved in schools.

Published proceedings are available from:

Father Francis J. Abbass
Coordinator, Media & Values Project
College of Cape Breton
Box 5300
Sydney, N.S. B1P 6L2

Frank Abbass

Title: THE CHILD IN CANADIAN SOCIETY
Organization: CYPRESS HILLS COMMUNITY COLLEGE
Place & Date: Swift Current, Saskatchewan, March/April 1979

A series of five lectures were offered at no cost to the public on alternate Wednesdays starting on March 7 and ending on April 11, 1979. This excellent initiative was well received by the local community and 400 people participated. The list of speakers and their subjects follows:

Judge Raynell Andreychuk - The Status of the Child in Canadian Society

Mr. Philip Hepworth - The Child & Social Policy in Canada

Dr. Eugene Tate - Television's Effect on the Child

Fr. Lucien Larre - The Child and the School Environment

Dr. Fred McKinnon - The Future of the Child in Canadian Society.

Title: CELEBRATION! CHILDREN AND MEDIA

Organization: DEPARTMENT OF EXTENSION & FACULTY OF EDUCATION, UNIVERSITY OF REGINA

Place & Date: Regina, Saskatchewan, April 4-7 1979

580 participants were given the opportunity to explore new ways of expanding the growth and creativity of children, through the use of film, music, children's books, art, drama, body movement, rhythm, dancing and song. Celebration! also offered participants the opportunity to examine the effects of mass media on the lives of today's children and the problems experienced by special groups of children as they struggle to share these creative experiences.

This well-organized conference offered participants a wide range and variety of workshops, as well as controversial and challenging keynote speakers. Dr. Richard Farson in his talk, Paradoxes of Childhood, discussed the role of children in today's society:

> Nothing is more invisible than the obvious, children are obvious and therefore that also makes them invisible. That is why we take them for granted and ultimately this perception of children holds them imprisoned.

Dr. Farson's thesis was that the present obsession with childhood and the process of parenting has produced unrealistic expectations and that adults are not any closer to learning how to raise the perfect child.

Judy LaMarsh advocated the teaching of media literacy in schools so that children will be aware of techniques of how film and television programs are made. She spoke about the use of film in other cultures and emphasized the importance to every culture of producing good material for its own children.

Marie Winn, author of The Plug In Drug, spoke about her concern that television viewing affects the physical development of the child, particularly the verbal centres of the brain. She also felt that children's capacity for sustained concentration could be affected adversely, as could their imaginative and creative faculties.

Other speakers were Dr. Augusta Baker, Elaine Konigburg. Among the many workshops offered were: You Own Your Own Television, presented by Rita Deverell, and The Magic of Radio, presented by Kay Sadlemyer. Children's films were shown.

For published proceedings, contact:

Sarah Landy
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Title: TELEVISION RESEARCH IN QUEBEC

Organization: DEPARTMENT OF COMMUNICATION, UNIVERSITY OF MONTREAL under the direction of Dr. ANNIE MEAR

Place & Date: Dorion, Qubec, November 1979

Television, on the surface a purveyor of entertainment, has clearly taken on a larger and more far-reaching role. What it communicates are values, life-styles, modes of thought and models for social interaction. Not content with allowing us to see individuals - those 'of our own kind' with all the problems and daily conflicts that affect each and everyone of us - it transcends that function, as it were, by 'selling' life-styles, images and symbols. It is this aspect which makes television a crucially important social phenomenon because it undeniably contributes to our cultural evolution, either by reinforcing or by modifying established cultural patterns. Television suggests modes of conduct, provides models for viewer identification - the entertainment carries a message: conformity to a suggested life-style. This self-image, this life-style are what is at stake in the vital interaction between the creators of television and their audiences.

For those concerned with the problems of communication, the phenomenon of television-viewing in Quebec is of great interest, both in terms of its impact and of its function, which still lack clear definition. The fact that hundreds of thousands of Quebeckers devote an inordinate amount of their time to television is well known. But it seems that at a time when an ever growing number of people recognize the close links which unite power and civilisation, economic

order and cultural values, the models of social interaction held up to Quebeckers by television, as well as the general economy of television in Quebec, should come under close scrutiny.

This conference on Television Research in Quebec had three objectives:

1. To bring together various researchers engaged in the investigation of television programming, in order that they might share their findings
2. To evaluate various methods applied in the analysis of programs, audiences and institutions
3. To touch on the difficulties of television research as related to media politics.

These objectives provided the subject matter for various workshops in which participants dealt, among other topics, with the analysis of television programs (news and public affairs; children; 'soap-operas'; advertising; media and sexism stereotyping...), with various methods applied to the analysis of programs, institutions and audiences, and with the programming strategies of various institutions, as well as with the broader economic aspects of the television phenomenon within the borders of Quebec. The texts dealing specifically with children and television include:

La représentation chez l'enfant des personnages fictifs télévisuels (Fictitious television characters and the Child) by LAURENCE LEMOYNE COMEAU

Vers une pédagogie du récit télévisuel (Evolving teaching methods through televised narrative) by DANIELE BRADY

La compréhension d'émissions de télévision pour les enfants de 6 à 9 ans (Understanding telecasts for children from 6 to 9 years old) by NICOLE POTHIER

Over 200 researchers attended the conference. Proceedings of the conference are available in two volumes from the Department of Communications, University of Montreal. A selection of the principal texts of the conference, published by Editions St-Martin, under the title Recherches Québecoises sur la Télévision is also available at the Department of Communication, University of Montreal.

Annie Méar

Title: CHILDREN AND TELEVISION: IMPLICATIONS FOR EDUCATION

Organization: DEPARTMENT OF EDUCATION, OHIO UNIVERSITY

Place & Date: Philadelphia, November 4-7 1979

> The average student will have spent 15,000 hours before the television set by the time she or he graduates from high school compared to 11,000 hours in the classroom. By the time the student retires from the workforce, she or he will have spent nine full years watching the tube.

Until recently, statements such as these were made by teachers and school officials in anger and dismay. In addition to the sheer amount of time captured by television, it was charged by educators with shortening the attention span of young people, creating their appetite for constant entertainment, contributing to their loss of language skills and imagination, and seducing them into the marketing chain as junior consumers. Labelled "chewing gum for the eyes", television was clearly the enemy of the traditional values promoted by our system of education in North America.

It is ironic therefore that these same statements quoted above were repeated in a number of recent conference addresses by teachers, curriculum specialists and academic researchers which called for the development of strategies to prepare students to cope with television in their lives.

The theme of the conference was Children and Television: Implications for Education and some 250 educators, researchers and TV network executives from Canada and the United States gathered in Philadelphia in November 1979 to give further impetus to a movement that could radically change education's traditionally negative view of prime time television.

The conference, two years in planning, had as its stated aim:

> The initiation of a nationwide dialogue involving educators, the broadcast industry, governmental agencies, and diverse interest groups concerned with the problems associated with children and television, that would result in systematic educational responses to television.

Dr. Milton Ploghoff, of Ohio University's Center for Curriculum Development, was one of the conference planners and he set out the following rationale for the positive approach to television. The school curriculum, he said, has always responded to the needs created by social and technological change. But often the new courses introduced, such as career studies, health and nutrition, ecology, the new social studies on racism and sexism, have not been seen as basic or essential to the core curriculum. Too often they seem pasted on to the educational plan. They fail to gain wide teacher support because they are not seen as being basic to the survival of the student in high school and later in the world of work. In the past the basic survival subjects were reading comprehension, writing and math.

Ploghoff believes that television is a great language development laboratory that has for too long been neglected.

> TV is basic to the total language proficiency of students today and it is therefore basic to their growth and survival that they be equipped with '<u>critical receivership skills</u>'.

"Critical receivership skills" is the new phrase widely used now in place of the older and perhaps limited concept of "media literacy".

Typical of the courses being developed is that of the Far West Laboratory of San Francisco, an educational research and development firm. It has set out four critical viewing skills in a textbook and teachers' guide it had developed for the U.S. Office of Education. These are:

1. the ability to evaluate and manage one's own television viewing behaviour
2. the ability to question the reality of television programs
3. the ability to recognize the arguments employed on television and to counter-argue
4. the ability to recognize the effects of television on one's own life.

Far West's plan is to:

1. Have students develop their own questions about television, locate information to answer these questions and evaluate and draw conclusions from the information they find
2. Use primary learning materials including actual TV scripts, ratings reports, original interviews with television actors and executives
3. Reinforce basic classroom skills of reading, writing, speaking, interpreting charts and graphs, etc.

From the papers and discussions in Philadelphia, it is clear that formal courses in "critical viewer skills" are being developed, introduced into the curriculum, and evaluated at school levels ranging from kindergarten to post-graduate all across the United States.

Impetus for these developments was triggered in 1978 when the United States Office of Education announced that large-scale funding (nearly $1 million) was available for the development of television awareness education. With this level of support, it is clear that prime time television has come to school.

A link between prime time television and the classroom is also being provided by the TV networks in the United States. The ABC Television Network prepares student and teacher program guides called Prime Time School Television Guides. In November a guide was prepared for the rebroadcast of the acclaimed Roots series. Another recent guide provided a lengthy and detailed analysis of TV news and its several components - network evening news, the documentary, the interview, and the TV magazine.

CBS, through its CBS Television Reading Program, has in a brief two years helped some 5,000,000 elementary and secondary school children improve their reading skills. Through this scheme, students are given complete broadcast scripts - including all stage and camera directions - of selected TV dramas to be seen on CBS. They read and discuss the script in class before the telecast, and follow along with the script while viewing the program at home. This home viewing often involves the family. Teachers receive extensive Reading Evaluation Guides prepared by educators for CBS. The guides include data on how to work with the scripts and television in the classroom, questions to prompt discussion, etc.

Aided by U.S. federal grants and an educational cadre dedicated to giving an important place in the curriculum to arming students with skills to deal with television, a new educational era may be dawning in the United States.

John Twomey

Title: COME SHARE WITH ME

Organization: SHORELINE CO-OPERATIVE PRE-SCHOOLS COUNCIL

Place & Date: Sheridan College, Oakville, November 3 1979

The keynote address at the fourth annual conference of this association of co-operative nursery schools was given by Barbara Chisholm, child welfare consultant and former executive director of the Canadian Council on Children and Youth. 20 workshops were offered on such diverse subjects as: children and values, the importance of play, children and allergies, music and literature for pre-school children and helping children express their emotions. Among those conducting workshops was Peggy Stevenson of Metro Cable whose topic was Managing the Television; also taking part was Evelyn Crandell of the Advertising Standards Council.

Organizers of these workshops report that parents are constantly asking for help in focussing on the dangers and benefits of the 'monster', television.

Title: L'ENFANT ET SON ENVIRONNEMENT

Organization: UNIVERSITY OF SHERBROOKE

Place & Date: Sherbrooke, Quebec, June 27-30 1979

Following are papers presented at this conference which dealt specifically with children and the mass media: "L'enfant face à l'imaginaire télévisuel," Gabriel Larocque; "La recherche formative dans le cadre d'émissions jeunesse," André Caron and Jean Luc Paquette; "Les moins de 18 ans et la radio," Marcel Bourbonnais; "L'enfant utilisé dans le spectacle commercial," Euchariste Paulhus; "La TV et les enfants: essaie de synthèses des recherches les plus classiques," Jacques De Guise. Copies are available from: Secrétariat de l'ACALJ, University of Sherbrooke, Sherbrooke, Quebec J1K 2R1.

Title: THE CHILD OF FILM

Organization: THE ASSOCIATION FOR MEDIA LITERACY

Place & Date: Toronto, November 29 1979

Three feature films were shown during this one-day event held at the Toronto Board of Education offices. Ida Makes a Movie from Playing with Time, Inc; Kid With No Name from the National Film Board and several films from a series called The World's Children from Asterik Films. Producers, Linda Schuyler (Playing With Time) and Heather McAndrew (Asterik) were on hand to discuss their films with the 30 participants.

Title: QUESTIONING YOUNG VIEWERS ON THE PROBLEMS ENGENDERED BY VISUAL AND NARRATIVE COMPLEXITIES

Author: GABRIEL LAROCQUE, Director, Department of Educational Technology, University of Montreal

Published by: CENTER FOR INTER-DISCIPLINARY STUDIES
Sociology, Anthropology, Semiology
School for Advanced Studies in Social Sciences
Paris, Editions du Seuil

Drawing from research projects completed by the Laboratory for Research on Television and the Child, this article deals with certain problems arising out of visual and narrative complexities in television programs.

As neither the perception or comprehension formed by the child from the narrative elements of the story, nor that of the progression of images or their content could be captured by a conventional questionnaire, researchers made use of some concrete testing devices; i.e. manual aids and photographs excerpted from telecasts, in order to compensate for gaps and incomplete results from verbal questioning, without, however, discarding that line of approach completely.

Title: TV AND CHILDREN

Author: CLIFFORD E. EDWARDS

Published by: Digby, Wolfville & Bridgetown newspapers

This bi-monthly column which appeared in three Annapolis Valley newspapers during 1979 met with acceptance and popularity far beyond all expectations. Many parents reported "clipping" the columns for study and reference.

In essence, the columns quote the findings of reliable research in addition to opinions expressed publicly by experts in child development -- psychiatrists, psychologists, educators, legislators and judges. Television and the Child, a study sponsored by the Nuffield Foundation, is quoted widely, as well as UNESCO studies and reports.

Requests for copies came in from the United States and from centres across Canada. A certain number of copies of these columns have been duplicated and made available to me by The Children's Broadcast Institute for distribution.

Clifford E. Edwards

Title: FIRST TIME EXPOSURE TO TELEVISION: EFFECTS ON INUIT CHILDREN'S CULTURAL IMAGES

Author: ANDRE H. CARON, DEPARTMENT OF COMMUNICATION, UNIVERSITY OF MONTREAL

Publication: Communication Research, Vol.6, #2 April 1979 135-154, Sage Publications

The purpose of this research was to investigate the effects of first time exposure to television in Inuit (Eskimo) children's (8-13 year old) cultural 'images' of their own and other cultural groups. A pretest and post-test design was used. The specific series chosen for the experiment were both pro-social in nature, with one portraying cultural groups from a number of different countries (the Big Blue Marble series) and the second portraying various aspects of the traditional Inuit way of life (the Tuktu series). Findings revealed that television may bring about some changes in children's images of familiar and unfamiliar cultural groups.

Title: LA PROGRAMMATION TELEVISEE POUR ENFANTS AU QUEBEC

Authors: ANDRE H. CARON and NICOLE BEAULAC

Publication: Relations, August 1979, Editions Bellarmin

Title: TV VIEWING, EDUCATIONAL ATTAINMENT AND SOME PERSONALITY FUNCTIONS

Author: CHARLES C. ANDERSON

Published by: CRTC, Research Branch, 1979

Abstract: To evaluate the extent of TV viewing on educational attainment and personality functions, a set of appropriate tests was administered to samples of elementary school students in Edmonton and Vancouver. Although there were marked differences among the samples in performance on many measures, including total TV viewing and socio-educational status (SES), nevertheless a major stable finding appeared from the analysis of information in all samples: two independent factors emerged comprising Ability-attainment variables and TV viewing variables (T). That is, the extent of TV viewing had no effect on achievement in school or on measured personality functions. A minor finding was that youngsters with parents in the higher SES categories characterized by a heavy use of symbolic skills, watched significantly less television than their lower SES counterparts. It was concluded that most people watch television programmes to drive away boredom, kill time cheaply, or lightly entertain.

Title: KIDS FOOD AND TV ADS: PROJECT REPORT

Authors: SHARON RIDGLEY & MARY STERN

Published by: Metropolitan Toronto Department of Health

This project was developed as a result of research, conducted on the influence of television advertising on children's behaviour, for a position paper, presented to the Toronto Board of Health on June 8, 1979. The research involved an examination of the regulation of advertising on the media, discussion with parents and educators, and television viewing with children. A summary of the conclusions relevant to Kids - Food - T.V. - Ads project are:

> There is little consumer participation or input in the regulation process. The Broadcast Code does not consider health or nutrition in food product advertising even though 85% of food commercials aimed at children are for high sugar and fast food products. (From Nutrition Quarterly - October 1978).
>
> Many children are confused about the intent and workings of television advertising. Parents report family conflicts as a direct result of advertising directed at children. Nutrition education tends to ignore the influence of television on children's eating habits.

PROGRAM PROPOSAL - GOALS

> To assist children, parents, school personnel and public health nurses in developing, presnting and evaluating innovative preventive programs in school and community settings on the following topics:

a) Education for children about the intent and psychology to television advertising especially the assault on food preferences
b) Facilitation of childrens' exploration and evaluation of food production and promotion
c) The promotion of the benefits of good nutrition in concrete and accessible formats for children
d) Illustration of the dangers to health of a diet high in empty calories and sugar.

IMPLEMENTATION PLANS

To achieve the goals of the project the authors will help the core group develop and supplement programs in a variety of formats, media and services.

Some specific ideas which were suggested in the spring include the following:

1. Involving the children in the production of their own advertising campaign to promote healthy eating using video
2. Programs featuring high profile athletes and entertainers from Toronto who can speak personlly of the benefits of healthy eating
3. The use of drama, farce and role playing to illustrate relationships between natural beauty and good eating
4. Field trips to a dairy farm and a processed food factory
5. The formation of an action group to develop an approach to local stores for effective displays of healthy snacks in prominent store locations.

Title: A LONGITUDINAL ASSESSMENT OF THE EFFECTS OF T.V. FOOD MESSAGES ON CHILDREN

Authors: GERALD J. GORN & MARVIN E. GOLDBERG

Published by: McGill University, Research Report 1979

Children's food preferences have been linked to the nature of their TV exposure experience. These linkages have been limited, however, inasmuch as they have been correlational in nature (Galst and White, 1976); focused on immediate effects (e.g., Poulos, 1975) and asked children to respond to hypothetical situations (Goldberg & Gorn, 1978). The present experiment was designed so as to overcome these limitations.

In a summer camp setting, children were randomly allocated to various Tv conditions in a 15 day-long field experiment. The effects of the TV exposure was assessed most directly by observing their snack choices each afternoon. At the end of the 15 day period a brief questionnaire sought to assess children's cognitive and affective reactions to the TV exposure.

Results - Since this study is still in the field the authors are only now beginning to analyze the data. There is initial evidence that demand characteristics are not operating. In the first session when children were asked how happy each experimenter would have been had the children selected various foods (apple, banana, Hershey bar, Lifesavers, Kool-Aid and orange juice) there was a general tendency to indicate that the (adult) experimenters would have been happier when fruit choices were made than when candy and chocolate were selected. This tendency seems equally strong, however, in all conditions. Children in the Healthy Food Commercial Condition (HFC) selected approximately 10% more fruit than did children in the Candy Commercial Condition.

Title: CHILDREN'S RESPONSES TO REPETITIVE TV COMMERCIALS

Authors: G. GORN & M. GOLDBERG

Published by: McGill University - Canada Council, 1979

This study examined the effects of exposing children to varying levels of repetitive or varied sets of commercials for the same product. The results suggest that recall was influenced by minimal levels of exposure, but that preference and behaviour were harder to influence. Varied sets of commercials appeared to be more effective than repetitive sets in influencing preference and behaviour.

Title: BUT I READ THE BOOK: A COMPARISON OF READING AND TELEVISION VIEWING PREFERENCES IN UPPER ELEMENTARY AGED CHILDREN

Author: MURIEL STRINGER

Organization: Alpha Omega Studio, Edmonton 1979

Choices available to children in reading material are generally much broader than the range of options in television programs. To determine how closely viewing and reading preferences matched, the author polled 500 children via questionnaires distributed through the Edmonton Public Library System. Comparisons are not yet complete, but there is clearly little congruence between reading preferences and apparent viewing preferences.

Title: TELEVISION'S PLACE IN AN EARLY CHILDHOOD CURRICULUM

Author: LOIS BARON, Department of Education, Concordia University

Place & Date: Association for Media and Technology in Education, Ottawa 1979

Title: INNOVATIVE TRENDS IN EARLY CHILDHOOD EDUCATION RESEARCH - MEDIA AND THE CHILD

Author: Lois Baron, Department of Education, Concordia University

Place & Date: Canadian Psychological Association, Quebec 1979

Title: ANTI-SOCIAL AND PRO-SOCIAL USES AND EFFECTS OF TELEVISION WATCHING

Author: G.T. FOUTS, University of Calgary

Place & Date: Society for Research in Child Development, San Francisco, March 1979

Title: MOTIVATIONS FOR TV-WATCHING IN CHILDREN AND ADOLESCENTS

Author: G.T. FOUTS, University of Calgary

Place & Date: Western Psychological Association, San Diego, April 1979

Title: WATCHING TV WISELY: SUGGESTIONS FOR PARENTS

Author: G.T. FOUTS, Department of Communication Media,
University of Calgary 1979

In November, 1979, the University of Calgary published a brochure, Watching TV Wisely: Suggestions for Parents. This brochure was prepared in conjunction with the program Television and Children aired on CFAC-TV in Calgary. 300 requests for brochures were received indicating that parents are attempting to help their children watch television. Text follows:

> We teach our children many things. We teach them how to talk and how to read. Now, we have the responsibility to teach them how to watch television wisely. Here are a few suggestions to help you in this endeavour -
>
> 1. Know your child's TV-watching habits. Observe which programs he watches and how he behaves while watching; for example, does he sit quietly, or does he imitate what he sees? Keep a log and list the programs he watches every day; or have your child record the programs every day.
>
> 2. Know why your child watches TV. For example, if he is bored, that is a symptom of a lack of alternative interests (e.g., hobbies), skills (e.g., no encouragement of alternative activities). If he doesn't have friends, then time must be taken to develop appropriate skills. If TV-watching is for excitement, then ask yourself whether his home is stimulating.
>
> 3. Discourage the watching of physical violence (e.g. crime and adventure programs) or violence for entertainment. We have found that the more adults use the "parental discretion warnings" preceding violent programs, and the more TV violence is discouraged, the less aggressive the child is inside and outside the home.

4. Try to discourage a heavy diet of situation comedies; these present many psychological forms of aggression, like name-calling, sarcasm and the "silent treatment". We have found that the more youngsters watch situation comedies, the more psychologically aggressive they are in the home.

5. When physically violent or psychologically aggressive contents are watched, discuss the contents with your youngster, paying particular attention to the motives of the characters;-who made errors? Why violence and aggression are immoral? and what the consequences really are for such behaviours, e.g. when someone is called a name in reality, there is no canned laughter! This discussion must be at a level your youngster can understand.

6. Encourage watching of "prosocial" TV (this does not include game shows and situation comedies). For the younger child, children's programs are excellent; for the older youngster, documentaries, some variety programs, news and nature/science programs.

7. Help your child distinguish between programs designed for entertainment and fantasy versus those which present factual and useful information. If your child tends to imitate too many things seen on TV, you should say, "That's on TV and is meant to be funny (or entertaining), but you do not do this at home." This fantasy-reality distinction is particularly applicable when situation comedies, cartoons, and crime programs are viewed.

8. Encourage alternative interests and activities. Replace TV-watching with something equally interesting and absorbing. The failure of many parents in decreasing TV dependence is usually due to not replacing TV-watching with an equally attractive activity.

9. Encourage your child to use TV as a stimulus for reading further about the contents viewed, e.g. after watching a program about animals, encourage him to read a book about animals.

10. Teach program selectivity. Set up a schedule of programs to watch, perhaps limiting watching to "only" three hours a day (compared to 4-6 hours for the average youngster). For many, a gradual reduction is best, e.g. if the youngster watches five hours a day, set the goal at four and one-half hours for the first week, four the next week, etc. This reduction will encourage him to be more selective; it will also give experience in monitoring personal behaviours and making decisions.

11. Watch TV with your child. Discuss what he likes and dislikes about the programs, and why. Discuss plots, the values portrayed, and the types of people presented. We want youngsters to actively think about what they see; no more passive unthinking staring at the TV.

12. Encourage critical evaluation of programs and commercials. For example, how realistic are the situations? Are the people stereotyped, e.g. distortion in sex roles, minority groups, professions? Does the commercial inform more than entertain?

13. Ecnourage discussion of the TV industry. For example, what are the values and regulations which influence decisions made by producers; are the program contents designed for entertainment, education, or selling a product? The more children understand about the medium, the less romantic and glamorous it will appear.

14. Try not to leave the TV on as "background noise" (when no one is really watching). TV-dependence is increased by such a habit.

15. Decrease you own TV-watching. Research has found that the more parents watch TV, the more children watch; this is especially applicable to mothers who inadvertently model TV-watching for their young children.

16. Place the TV in a location so that it is not the focus of family activities. Do not have TV in the dining room or bathroom. Never have a TV set in your child's bedroom; this promotes TV-dependence and lack of selectivity in programs.

The television experience can be informative, entertaining and enriching. This occurs when the viewer knows how to use the medium.

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